

Caily Bridgeland

Anchor Vocabulary Lesson

Objective: To stimulate and expand student vocabulary of Tier 2 words and help them gather comprehension of words through the context of a read-aloud and word sorts.

Grade: 4

SOL 4.4: The student will expand vocabulary when reading.

- a) Use context to clarify meanings of unfamiliar words.
- d) Develop vocabulary by listening to and reading a variety of texts.

Materials Needed: *Muggie Maggie* by Beverly Cleary. chart paper and marker, vocabulary flashcards, word bank and reading response question

Explicit Instruction: “The most beneficial way to increase vocabulary and comprehension is to be engaged with many books and do as much reading as possible of a variety of texts. The more we read, the more times we encounter important words and receive clues to what they mean from the context of the book that we are engaged in. Today I am going to show you how I recognize new vocabulary words, analyze them through the context of what I’m reading, and make an educated guess about what that word could mean. I will also show you ways to help remember new words and learn to apply them to your future conversations and in your own journal writing.”

Develop the concept: “Today we are going to spend the first part of our class reading part of the first chapter of *Muggie Maggie* by Beverly Cleary. Notice on the cover of the book, there is a quote saying “Nobody is going to make Maggie learn cursive!” Quickly whisper to your partner what you think the book is going to be about based on this quote. Can anyone share with me what they think the story is going to be about? Now, look at the expression on Maggie’s face and how she is scratching her head. What adjectives can you use to describe how Maggie looks and feels in this picture? (Write them on the board. Include the adjective “gloomy.”) Whisper again to your partner how her expression can help you predict what will happen in the story. Now let’s see what happens.”

Teacher reads the first half of Chapter 1 of *Muggie Maggie*, fast-mapping some of Tier 2 words: description (how he was labeled or characterized,) springing (skipping with energy), overweight (too heavy), monitor (observer who enforces rules), forecast (predict, or guess), collapsed (fell from tiredness), punctuate (use correct grammar), tousled (ruffled), gusty (hearty or heavy), gloomy (sad), brisk (quick), contrary (opposite, rebellious).

“Now we are going to focus today on learn few very important words together that are used all of the time, and have special relevance to *Muggie Maggie*. (Continue explicit teaching by using extending mapping of five words that are written on chart paper large enough for the whole class to see. The words chosen will be gloomy, contrary, punctuate, forecast, description.) The first word that the teacher will focus

on is the word “gloomy,” because this word is a commonly used (or Tier 2) word and applies to how the protagonist in the story feels. The teacher demonstrates correct pronunciation and chunking of *gloomy*. Students echo the word, repeating it three times. The teacher will say, “Now do you remember at the beginning of the class when we looked at the cover of *Muggie Maggie*, and some of you decided that in the picture that she looked “sad” or “depressed?” You were correct in your guess; remember that Maggie’s father notices that she looks *gloomy* because she has to learn how to write in cursive? The word gloomy means sad, or unhappy about something. When you looked at the picture of Maggie on the cover, you thought that she looked, sad, depressed, or gloomy. So when I am unhappy about something, I look or feel (what everyone?) How do I look or feel? I look or feel *gloomy*. For example, if you became sick and had to cancel your birthday party, how would you look or feel? Say it out loud everyone. Also, if you overheard a friend saying something unkind behind your back and it hurt your feelings, you would feel (what, everyone?) *gloomy*. If someone is excited about his or her preferred presidential candidate winning, is he or she gloomy? (yes or no). If someone is sad because they heard that a pet is sick, is he or she gloomy? (yes or no.) Once again, what is the word we just focused on? (Class echoes: *gloomy* in unison.) Now let’s focus on our next word.”

“Our next word will be *contrary*. Let’s pronounce this word together in parts, or chunks. (con tra ry). Now repeat this word with me three times in a row. Now you remember when Maggie felt *contrary* when she disagreed with her mother and was arguing with her? The word *contrary* means that you are expressing different or opposite views of someone else. So when I disagree with what someone says, I am being (what everyone?) *contrary*. What am I being? I am being *contrary*. For example, if my whole family decided that they wanted pasta for dinner, and I said no, that I wanted Chinese food, I am being (what everyone?) *contrary*. Now get ready to tell me whether this person is being contrary. A teacher is giving a lesson about the Civil War and states that it caused many deaths, and a student shout out that he disagrees. Is this student being contrary? (yes or no?) If the same teacher states that the Civil war caused many deaths and a student nods their head in agreement, is this student being contrary? (yes or no?) Once again, what is our word? When is Maggie being contrary in this story? (teacher answers students with raised hands). Let’s now look at our next word.

Practice the Concept:

Teacher continues using extending mapping of the next three words, but allows students to have more control. For the word *forecast*, the teacher states the definition of the word (in this specific context) and gives a few examples, but then asks students for their input by posing a question to the class. Ask students to imagine that on Halloween, they will visit a haunted house that is very scary and spooky. Ask students to forecast how they will feel when the approach or enter the haunted house with a partner. Have them alternate turns with their partner, stating,

“I forecast that I will feel ...” Have students record their own and their partner’s answer in a journal. Repeat this procedure with the remaining two words.

Next have students play the “Describe and Guess” game that Scanlon mentions on page 272. Divide students into groups and give each student one flashcard with a vocabulary word from today’s lesson on it. The child will describe the word on the flashcard (keeping the word itself out of sight,) while the other children will try to guess what it is, based on the description. Children cannot point or use hand gestures, but must solely rely on word use.

Apply the Concept:

Administer a word bank with all of the vocabulary words from today’s lesson to students, and ask them to write a reflection about what happened in Chapter One of *Muggie Maggie*, making sure to incorporate and underline the vocabulary words and use them correctly.

Closure: “Thank you for your patience in learning and repeating these vocabulary words today. You were able to listen to *descriptions* of these new words and were *springing* to correct conclusions without being *contrary*, and without me having to *monitor* you too much. I *forecast* that you will have greater reading comprehension and an expanded vocabulary because you took the time and dedication needed to learn these words.”

Evaluation: Formative evaluation will occur throughout the lesson as the teacher sees how the students repeat the vocabulary words, and whether they use appropriate context when interacting with their partners. A summative evaluation will be the students’ journal responses, which will show whether they comprehend the proper definitions of the words and can correctly apply them.

Materials (Attached):

Chapter One: (excerpt) from *Muggle Maggie*:

After her first day in the third grade, Maggie Schultz jumped off the school bus when it stopped at her corner. "Bye, Jo Ann," she called to the girl who was her best friend, sometimes. "See you tomorrow." Maggie was happy to escape from sixth-grade boys who called her a cootie and from fourth-grade boys who insisted the third grade was awful, cursive writing hard, and Mrs. Leeper, the teacher, mean.

Her dog, Kisser, was waiting for her. When Maggie knelt to hug him, Kisser licked her face. He was young, eager dog the Schultzes had chosen from the S.P.C.A.'s Pick-a-Pet page in the newspaper. "A friendly cockapoo looking for a child to love" was a **description** under his picture, a description that proved to be right.

"Come on, Kisser." Maggie ran home with her hair flying and her dog **springing** along beside her.

When Maggie and Kisser burst through the kitchen door, her mother said, "Hi there, Angelface. How did things go today?" She held Kisser away from the refrigerator with her foot while she put away milk carton and vegetables. Mrs. Schultz was good at standing on one foot because five mornings a week she taught exercise classes to **overweight** women.

"Mrs. Leeper is nice, sort of," began Maggie, " except she didn't make me a **monitor** and put Jo Ann at a different table."

"Too bad," said Mrs. Schultz.

Maggie continued. "Courtney sits on one side of me and Kelly on the other and that Kirby Jones, who sits across from me, kept pushing the table into my stomach."

"And what did you do?" Mrs. Schultz was taking eggs out of a carton and setting them in the white plastic egg tray in the refrigerator.

"Pushed it back." Maggie thought a moment before she said, "Mrs. Leeper said we are going to have to have a happy third grade."

"That's nice." Mrs. Shultz smiled as she closed the refrigerator, but Maggie was doubtful about a teacher who **forecast** happiness.

How did she know? Still, Maggie wanted her teacher to be happy.

"Kisser needs exercise," Mrs. Schultz said. "Why don't you take him outside and give him a workout?" Maggie's mother thought everyone, dogs included, needed exercise.

Maggie enjoyed chasing Kisser around the backyard, ducking, dodging, and throwing a dirty tennis ball, wet with dog spit, for him until he **collapsed**, panting, and she was out of breath from running and laughing.

Refreshed and much more cheerful, Maggie was flipping through television channels with the remote control, trying to find funny commercials, when her father came home from work. "Daddy! Daddy!" she cried, running to meet him. He picked her up, kissed her, and asked, "How's my Goldilocks?" When he set her down, he kissed his wife.

"Tired?" Mrs. Schultz asked.

"Traffic gets worse every day," he answered.

"Was it your turn to make the coffee?" demanded Maggie

"That's right," grumped Mr. Schultz, half-pretending.

Other than talking with people who came to see him, Maggie did not really understand what her father did in his office. She did know he made coffee every other day because Ms. Madden, his secretary, said she did not go to work in an office to make coffee. He should take his turn. Ms. Madden was such an excellent secretary -- one who could spell, **punctuate**, and type -- that Mr. Schultz put up with his share of coffee-making. Maggie found this so funny that she always asked about the coffee.

"Did Ms. Madden send me a present?" Maggie asked. Her father's secretary often sent Maggie a little present: a tiny bottle of shampoo from the hotel, a free sample of perfume, and once, an eraser shaped like a duck. Maggie felt grown-up when she wrote thank-you notes on their home computer.

"Not today." Mr. Schultz **tousled** Maggie's hair and went to change into his jogging clothes.

When dinner was on the table and the family, exercised, happy, and hungry, was seated, Maggie chose the right moment to break her big news. "We start cursive this week," she said with a **gusty** sigh that was supposed to impress her parents with the hard work that lay ahead.

Instead, they laughed. Maggie was annoyed. Cursive was *serious*. She tossed her hair, which was perfect for tossing, waving and curling to her shoulders, the sort of hair that made women say, "What wouldn't you give for hair like that?" or, in sad voices, "I used to have hair that color."

"Don't look so **gloomy**," said Maggie's father. "You'll survive."

How did he know? Maggie scowled, still hurting from being laughed at, and said, "Cursive is dumb. It's all wrinkled and stuck together, and I can't see why I am supposed to do it." This was a new thought that popped into her mind that moment.

"Because everyone writes cursive," said Mrs. Schultz. "Or almost everybody."

"But I can write print, or I can use the computer," said Maggie, arguing mostly just to be arguing.

"I'm sure you'll enjoy cursive once you start," said Mrs. Shultz in that **brisk**, positive way that always made Maggie feel **contrary**.

I will not enjoy it, thought, Maggie, and she said, "All those loops and squiggles. I don't think I'll do it."

"Of course you will," said her father. "That's why you go to school."

This made Maggie even more contrary. "I'm not going to write cursive, and nobody can make me. So there."

"Ho-ho," said her mother so cheerfully that Maggie felt three times as contrary.

Mr. Schultz's smile flattened into a straight line. "Just get busy, do what your teacher says, and learn it."

The way her father spoke pushed Maggie further into contrariness. She stabbed her fork into her baked potato so the handle stood up straight, then she broke off a piece of her beef patty with her fingers and fed it to Kissers.

"Maggie, *please*," said my mother. "Your father has had a hard day, and I haven't had such a great day myself." After teaching her exercise classes in the morning, Mrs. Schultz spent her afternoons running errands for her family: dry cleaner, bank, gas station, market, post office.

Muggie Maggie

Nobody's going to
make Maggie learn cursive!



**Beverly
Cleary**

Author of
RAMONA THE PEST

Name: _____

Date: _____

Write a reflection summarizing the important events from Chapter One of *Muggie Maggie*, using at least five of the vocabulary words from the word bank below.

description

collapsed

gusty

contrary

springing

forecast

tousled

brisk

overweight

monitor

punctuate

gloomy

Description	A statement that represents a person, place or thing
Collapsed	To fall from exhaustion
Gusty	hearty, heavy
Contrary	Having a different, or opposite point of view
Springing	Jumping or moving forward with energy
Tousled	Ruffled, disrupted, or moved

Forecast	To predict something
Brisk	Quick, abrupt, fast, short
Monitor	To observe and direct
Overweight	Heavy, overlarge
Punctuate	To use correct grammar
Gloomy	Sad, depressed, upset